

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of what has been investigated in this research and the suggestions for further research.

#### Conclusions

This research has investigated the use of Total Physical Response Storytelling (TPRS) in improving young learners' listening skill. It is aimed at finding out whether TPRS could improve young learners' listening skill or not and the students' responses toward TPRS are also discussed.

The results show that there is a significant improvement of students' listening skill in experimental group which was taught by using TPRS. The result is obtained through comparing the mean scores of control group and experimental group which were 81.29 and 86.76. In addition, it is evidenced by the computation of Independent t-test which reveals that the  $t$  obtained is higher than the  $t$  critical ( $3.921 > 2.000$ ,  $\alpha = 0.05$ ,  $df = 63$ , two tailed). Hence, as a conclusion, it can be stated that TPRS significantly improves the students' listening skill.

The students' responses toward the use of TPRS have been investigated by distributing the questionnaire. The data taken show that the students like the use of TPRS in the teaching and learning activities since it brings a lot of benefits.

Most of the students agree that the use of TPRS is useful for them to understand the lesson given by the teacher. The use of TPRS could enrich their vocabulary and help them easily understand the vocabularies they do not know before. Moreover, the students feel that by using TPRS they can do a lot of movement and it makes the learning activities more fun, interesting, and enjoyable. Furthermore, it makes them feel motivated to learn more.

In addition, the use of TPRS also brings advantages for the teacher. The teacher can use TPRS when explaining the learning materials, and use them in

various learning activities. TPRS help teacher create a fun atmosphere in the classroom and get students' attention.

### **Suggestions**

Regarding what have been done in this research, there are some suggestions for further research in the field of using TPRS to improve young learners' listening skill. The suggestions are expected to be taken as consideration by the researchers who are willing to do research in the same field. Moreover, it is also expected to be suggestions for teachers to teach better.

Since this research only concerned with listening skill, it is suggested for further research to pay attention to other language skills (speaking, reading, and writing). In addition, it is possible to focus on not only one language skill but two integrated language skills such as reading and writing, or listening and speaking.

Focusing on teacher's performance in this research, it is recommended for teachers to develop their creativity and ability to present a good combination in telling the story and do the TPRS. This will make an enjoyable learning activities. It is very crucial since the students will not be engaged in the activities and will not be motivated to learn if the learning activities are not interesting. To be more interesting, teachers can use some additional things to improve their learning activities such as costume, backsound, or anything that could make a better atmosphere and make the story more interesting in doing the TPRS. The learning activities also can be done by collaborating TPRS with group work or games.

However, due to the limitation of this research, the result of this research cannot be generalized. Since this research employed quasi-experimental research design, the samples and time are limited. Hence, it is suggested for further research to conduct true-experimental research which involves larger samples and longer time.